

AN ASSESSMENT OF LOUISIANA SECONDARY SCHOOL
COOPERATIVE FOOD SERVICE PROGRAMS

By

LINDA MARIE VINCENT
"

Bachelor of Science
Nicholls State University
Thibodaux, Louisiana
1969

Master of Education
Nicholls State University
Thibodaux, Louisiana
1975

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
SPECIALIST OF EDUCATION
December, 1977

Thesis

1977

V 773a

Cop. 2



AN ASSESSMENT OF LOUISIANA SECONDARY SCHOOL
COOPERATIVE FOOD SERVICE PROGRAMS

Thesis Approved:

DS Phillips

Thesis Adviser
R. W. J. J. J. J.

Lloyd Wiggins

Esther Winterfeldt

Norman N. Dunham

Dean of the Graduate College

ACKNOWLEDGMENTS

This project is dedicated to my mother Joyce Vincent, who gave my life the guidance which enabled me to be in the position to conduct this research.

Appreciation is expressed to Dr. Donald S. Phillips for serving as thesis committee chairman and Dr.'s Lloyd Wiggins, Richard Tinnell and Esther Winterfeldt, for serving as committee members to guide this study.

Gratitude is expressed to the Louisiana State Department of Vocational Education for approval and assistance in conducting this study.

To the Louisiana secondary school cooperative food service teacher-coordinators a special "thanks" is extended for contributing the data necessary for this complete study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	2
Need for the Study	2
Objectives of the Study	2
Limitations	3
Definitions of Terms	3
II. REVIEW OF LITERATURE	5
Introduction	5
Need for Instructional Material Development	6
Cooperative Program Assessment	7
Instructional Material Development	9
Comparative Studies	12
Coordinated Instructional Materials for Other States	15
Summary	21
III. METHODOLOGY AND PROCEDURE	24
Introduction	24
Selection of Subjects	24
Development of the Instrument	24
Analysis of the Data	25
IV. RESULTS OF THE STUDY	26
Introduction	26
Data Gathering Procedure	26
Data Summary	27
Area I: Job Placement Information	29
Area II: Curriculum Recommendations	38
Summary of Results	49
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	51
Conclusions	52
Recommendations	53

Chapter	Page
SELECTED BIBLIOGRAPHY	55
APPENDIX	58

LIST OF TABLES

Table	Page
I. Enrollment and Placement Statistics for 16 Louisiana Secondary School Cooperative Food Service Programs for the 1974-75, 1975-76 and 1976-77 School Years	30
II. Comparison of Years of Program Operation and Percentage of Total Number of Students Who Were Employed for Nine Months	33
III. Comparison of Population of Program Location and Percent of Total Number of Students Who Were Employed for Nine Months	35
IV. Placement Problem Statistics According to Categories Presented on Questionnaire With Number of Students Reported in Each Category	36
V. Frequency of Placement Problems Reported by Teacher-Coordinators	37
VI. Overall General Objectives of Program Recommended for a Curriculum Guide or Coordinated Instructional Materials for Louisiana Secondary School Cooperative Food Service Programs	39
VII. Subject Matter Content or Concept Recommendations for a Curriculum Guide or Coordinated Instructional Materials for Louisiana Secondary School Cooperative Food Service Programs	41
VIII. Resource Materials and Persons Recommended for a Curriculum Guide or Coordinated Instructional Materials for Louisiana Secondary School Cooperative Food Service Programs	43
IX. Learning Activities Recommended for a Curriculum Guide or Coordinated Instructional Materials for Louisiana Secondary School Cooperative Food Service Programs	45

Table

Page

X.	Evaluation of Program Techniques Recommended for a Curriculum Guide or Coordinated Instructional Materials for Louisiana Secondary School Cooperative Food Service Programs	47
XI.	Skills Recommended for a Curriculum Guide or Coordinated Instructional Materials for Louisiana Secondary School Cooperative Food Service Programs	48

FIGURE

Figure	Page
1. Louisiana Parishes Operating Cooperative Secondary School Food Service Programs	28

CHAPTER I

INTRODUCTION

One of the more pressing needs in cooperative vocational education is for appropriate instructional materials. The teacher-coordinator jobs are complicated by the fact that much of their valuable time has been spent in locating, and even writing, instructional materials which are tailored to the vocational capabilities and competencies required in the occupations for which individual students are training (9).

The state of Louisiana, in 1977, has thirty-five secondary school food service programs in a total of twenty-six parishes. Twenty-two of these programs are two years in length, with the second year being a cooperative education program. The remaining are one-year programs which do not include a cooperative element.

At the present time, teacher-coordinators for the secondary school cooperative food service programs have no form of state-wide curriculum guide nor do they have coordinated instructional materials.

Statement of the Problem

In 1970, the Louisiana Department of Public Education issued a curriculum guide, Occupational Training in Home Economics. The thirty-five secondary school occupational food service programs in the state of Louisiana use this guide for instruction in the preparatory year of their food service classes.

A curriculum guide for the cooperative year of the two-year food service programs has not been developed, nor has an organized effort to coordinate instructional materials been initiated. The problem with which this study is concerned is the lack of appropriate curriculum and instructional materials for use in the secondary school cooperative food service programs.

Purpose of the Study

The purpose of this study is to assess Louisiana secondary school cooperative food service programs in order to identify student job placement problems and to obtain teacher-coordinator opinions relative to program content and objectives. This information will be used to make curriculum recommendations for an instructional guide for these cooperative programs.

Need for the Study

It is hoped that through an assessment of Louisiana secondary school cooperative food service programs student job placement problems may be identified and recommendations for curricular implications may be gathered. As a result of this study, a state-wide curriculum guide could be produced in a systematic approach to eliminate the current problem of a lack of coordinated instructional materials for the second-year program in Louisiana secondary school cooperative food service programs.

Objectives of the Study

The objectives of this research study are:

- (1) To identify job placement problems of students in Louisiana secondary school cooperative food service programs.
- (2) To make curriculum development recommendations for Louisiana secondary school cooperative food service programs.

Limitations

The instrument used to gather data will only reveal practices in the Louisiana secondary school cooperative food service programs for the past three school years. The number of students employed in the program each year and the problems instructors had in placement of these students will be emphasized in the study. Successful employment for the research was considered nine-month employment. Nine-month employment describes a student who obtains one job and remains employed for the entire school year.

Personal recommendations will be requested from the instructors of the cooperative food service programs for curricula implications. Curricula implications will be requested from cooperative employers in the food service programs. The instructors will be asked to conduct an informal interview with three of these cooperative employers for recommendations for the curriculum.

The study will be limited to Louisiana secondary school cooperative food service programs since the curriculum guide will be suited to state-wide needs.

Definitions of Terms

The following definitions are included to enhance the understanding of this study:

Occupational Food Service Program: a job preparation elective subject for junior and senior boys and girls who plan a career in food service occupations. It is designed to prepare high school graduates to enter the working world at the job-entry level of the food service industry.

Cooperative Occupational Food Service: a program of occupational food service education for students who, through a cooperative arrangement between the school and food service employers, receive instruction including required food service instruction with alternation of study in the food service industry. These experiences must be planned and supervised by the school and employers so that each contributes to the students' education and their employability.

Teacher Coordinator: the person who plans, supervises, and correlates classroom instruction with on-the-job experience.

Food Service Industry: all establishments where food is consumed, for a consideration, away from home.

Placement: refers to a student working in the occupation or related occupation.

Job Station: refers to the food service establishment where the student is employed.

Placement Problem: refers to a problem the student encounters in never obtaining employment or not remaining employed for a nine-month period or entire school year.

Employer: refers to manager or representative from food service establishment in which student obtains employment.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study is to assess Louisiana secondary school cooperative food service programs in order to identify student job placement problems and to obtain teacher-coordinator opinions relative to program content and objectives. This information will be used to make curriculum recommendations for these cooperative programs.

This review of literature is divided into five sections. First the need for instructional material development in cooperative education is documented.

The assessment of cooperative programs is discussed in the following section. Several evaluative approaches are discussed, with the third section of this review leading into instructional material development.

The final sections of the review deal with comparative studies of cooperative education programs and coordinated instructional materials for cooperative secondary school food service programs in other states. To obtain information on coordinated instructional materials for other states a review was conducted of curriculum guides from various states in the Oklahoma State Department of Vocational and Technical Education Curriculum Library. An attempt to obtain additional information was made through correspondence with state supervisors of vocational

education in the states of Arkansas, Mississippi, Oklahoma, Texas, Georgia, Alabama, Florida and Tennessee.

Need for Instructional Material Development

As stated earlier, one of the more pressing needs in cooperative vocational education is for appropriate instructional materials (9). The teacher-coordinator jobs are complicated by the fact that much of their valuable time has been spent in locating, and even writing, instructional materials which are tailored to the vocational capabilities and competencies required in the occupations for which individual students are training (9). As cooperative vocational education expands to include new programs, there will be a tremendous need for new instructional materials.

Rupert N. Evans, in his book Foundations of Vocational Education, stated that cooperative programs have been hampered by a shortage of adequate instructional material of three basic types: (1) material for the general vocational instruction which applies to all of the occupations supervised by a particular coordinator; (2) materials directly related to each of these occupations; and (3) material which is suitable for developing on-the-job trainers. The Vocational Education Amendments of 1968 authorized seventeen million dollars over the following two years for the preparation of curriculum materials. Very high priority should have been given to the development of instructional materials for the three phases of cooperative education (7).

Milton J. Gold reported in his text, Working to Learn, that occupational education, as a life-adjustment approach, presents the difficulty of organization of subject matter. As a result, perhaps the

chief problem the teacher faces in this area is the lack of organized material (10). Since most textbooks are organized around the academic disciplines, they are not oriented to a vocational program.

The absence of suitable texts is also a stimulus and a challenge, since it prevents slavish following of the non-functional texts so prevalent now and in the past (8). The challenge for vocational instructors in cooperative programs involves the obligation to develop materials that will be better suited to their needs and problems.

Cooperative Program Assessment

Continuous and systematic evaluation is necessary for the improvement, continuation, and expansion of cooperative vocational education programs. It is advisable to evaluate the program in two ways. One form of evaluation measures student outcomes and the other is designed to evaluate the effectiveness of the total program (2). These are commonly referred to as "product" and "process" evaluation.

Harold R. Wallace, in a study "Review and Analysis of Instructional Materials for Cooperative Vocational Education," states that a basic concept of curriculum development is the notion that instructional objectives and content should be derived from an appraisal of the present and future demands made upon the student learner. Ideally, vocational instructors should conduct careful occupational and task analysis investigations as the first step in deriving information about what students should learn in the specific occupational instruction and on-the-job learning (26).

Wilson H. Irvins and William B. Runge wrote in their text, Work Experience in High School, that if a vocational coordinator wishes to

develop and improve a program over a period of time, the progressive coordinator must constantly check on what he is doing, evaluate the progress of students, keep records and reports, and make use of all available techniques for improving the total cooperative work experience program (13).

All phases of the coordinator's work should be carefully observed and checked, and complete records and reports should be made. These activities will aid the coordinator in explaining what has been accomplished and they will help him to make changes and adjustments for improvement (13).

Improvement of a cooperative program is based on a systematic program of evaluation involving both informal and formal investigation. Naturally, an alert educator constantly asks himself the question, "How are things going?" as he engages in his daily routines, but program evaluation implies a systematic, organized search for strong and weak aspects of the endeavor (15).

Evaluation cannot be separated from learning or from teaching; it is a part of both. Evaluation by the learner is a part of his learning activity. Also, the teacher should know the results he is getting so that he may go ahead intelligently (11).

Teaching is evaluated by evaluating the evidence of the learning that takes place, or fails to take place, as a result of the attempts at teaching. The teacher who evaluates the learning procured is almost sure to become clearer as to his teaching objectives--what their attainment includes and involves--and his instruction and instructional materials are likely to improve (11).

Instructional Material Development

A ship follows a course. In doing so, the captain expects to reach the port to which he starts, and all the passengers with him (11). Likewise, the teacher should have a course. Both the captain and the teacher may need to change their courses to meet situations that arise. They may need to follow a different course this year from that followed in years gone by. But this is no argument against having a course (11). The course should be changed when there is need for the change; change is not something to be resisted (11).

It is rather generally believed that the responsibility for the course building should rest largely with the teacher. One may get suggestions or help from competent people or sources but the instructor must finally prepare the course to fit the needs of those who will use it.

Milton J. Gold feels there are two major methods to produce instructional materials. In order that these materials are oriented to local needs they must first be produced locally. From these instructional materials local improvements and curriculum changes are stimulated. Second, a technique employed is using resource files of various instructional material. These resource files are gathered cooperatively by teachers and students (10).

A viable vocational curriculum is one that is built on societal needs (17). This was a statement made by Robert Polan in his article "Manpower Planning and Curriculum Construction" in the American Vocational Journal in October, 1975. Mr. Poland further stated that to fashion a program that will meet societal needs, the curriculum designer must be cognizant of current public resources, current and future job

trends, and the means and methods available for curriculum construction.

If one conceives of curriculum development as a task requiring orderly thinking, one needs to examine both the order in which decisions are made as well as the decisions reached to make sure that all relevant considerations are brought to bear on these decisions (19). Hilda Taba's text, Curriculum Development, is based on the assumption that there is such an order and that pursuing it will result in a more thoughtfully planned and a more dynamically conceived curriculum. The order of this curriculum development follows these stages: (1) diagnosis of needs, (2) formulation of objectives, (3) selection of content, (4) organization of content, (5) selection of learning experiences, (6) organization of learning experiences, and (7) determination of what to evaluate and of the ways and means of doing it (19).

Diagnosis is an important first step in determining what the curriculum should be for a given population. There is no doubt that if curriculum development is to avoid routinized tinkering on the one hand and thoughtless changes on the other, more imaginative diagnosis is needed (19). If it is to provide insight into factors which affect learning, this diagnosis should also be of a much broader scope than is current today (19). Diagnosis must be expanded to include intangible learnings. Information is needed about the problems encountered in learning and about the conditions which may affect learning either favorably or adversely or which promise to enhance it (19).

Roy L. Butler and Edwin G. York in their study, "What Teacher-Coordination Should Know About Cooperative Vocational Education," stated that planned and coordinated instruction on-the-job and in

school is the essential element that makes cooperative vocational education programs different from regular school and part-time employment.

Both the in-school and on-the-job instruction should be planned within the framework of the specific needs of the student and the broad outcomes or goals of the program. Instructional content should grow out of the demands that will be made upon the student in the employment situation (2).

Regardless of the teacher's experience, good sources of instructional materials should be available. This is a statement by J. W. Giachino and Ralph O. Gallington in their text, Course Construction in Industrial Arts and Vocational Education. It was further stated that constant course revision is expected and the teacher should keep up to date with evolving technology and the new instructional materials associated with it (8). Contact with industry was also stressed to receive new ideas and information of value for course construction and revision.

The American Vocational Journal in an article, "Developing, Revising and Updating Curriculum to Meet On-the-Job Needs," listed the steps in curriculum development, revision, and updating as: (1) decide on curriculum organization and select program offerings, based on an assessment of employment opportunities, student desires and needs, and resources and constraints; (2) assess employer and job requirements; (3) formulate performance objectives for programs, and select measures of attainment of objectives; (4) assess characteristics of target populations; (5) design programs; (6) implement and conduct programs; and (7) conduct follow-up of graduates.

In an objectives or outcome-centered approach to instruction, "evaluation" is accomplished by measuring the extent to which objectives are achieved. That is, the "worth" or "value" of a program is not judged by whether it meets standards based on operations or resources, such as supplies and materials and teacher behavior (6). Nor is the effectiveness of instructional materials judged by expert opinion. Rather, a program is judged in terms of student learning. Students must achieve specified goals for the program to be effective. Evaluation, then, examines the "product" not the "process" or resources used (6).

To determine the needs of the students in order to be able to develop a relevant vocational occupational curriculum, one must assess on-going vocational occupational programs that would be applicable to fulfilling identified needs of local students. This statement was made by Marie Blasingame Snyder and John W. Holmes in their study, "Basic Coordinators Guide for Diversified Occupations Program."

Comparative Studies

"The Development and Improvement of Directed Work Experience Programs in Expanded Vocational Education Offerings in Agriculture at the Secondary School Level" was a study conducted by Harold R. Cushman in June, 1968. The project objectives were to: (1) develop empirically tested guidelines and procedures for initiating, developing and operating cooperative education programs for secondary students in off-farm agricultural occupations; (2) evaluate the effectiveness of cooperative work experience; and (3) determine the effect of the extent of work experience on educational and occupational criteria (3). Questionnaires

were administered to teacher-coordinators, employers, and students. No differences were observed in the criterion performance of students with high and low amounts of occupational experience hours.

Harold R. Cushman had an additional study entitled "The Teacher-Coordinator's Manual for Directed Work-Experience Programs in Agriculture." The study was conducted in June of 1968 and was developed to assist vocational agriculture teacher-coordinators in development and improvement of directed work experience programs. The project was initiated to: (1) develop tentative procedures; (2) pre-test the procedures; (3) evaluate procedures and outcomes; and (4) revise the procedures for dissemination.

In order to investigate the effectiveness of the guidelines, a series of "inventories" were administered to participating teachers, students, and employers. These instruments surveyed participants' judgments concerning the importance of the guidelines and priorities among the guidelines (4). A final conference was held for the purpose of soliciting their suggestions for program modifications.

The investigations and their outcomes received detailed treatment in a final report for the project. Examples of these outcomes were: (1) the directed work experience program should be planned to meet the needs of students who have made at least a tentative vocational choice of one of the areas of off-farm agricultural occupations; (2) the directed work-experience program normally takes place in the out-of-school, remunerative, commercial settings of the off-farm agricultural occupations; (3) directed work-experience should take place during the junior and/or senior year; (4) the course work at school and directed work-experience should be closely coordinated; (5) directed work-

experience is of sufficient duration when it provides the student with opportunity to develop a variety of competencies essential in the occupational area of his choice; (6) the public must be informed of the activities of the directed work-experience program; and (7) a meaningful evaluation of the directed work-experience must be conducted (4).

Robert C. Harris and Carol A. Hodgson conducted a study in the state of Indiana to assess cooperative education by former students and participating employers. This study, conducted in 1975, evaluated the interdisciplinary cooperative education approach to cooperative education in 54 schools in Indiana. The results of the study were obtained by means of two mailed instruments, one administered to former students and the other to employers involved in the program. The information which was gathered and tabulated dealt with employment status, mobility and migration, employment profile, wages, preparation for employment, most beneficial contribution to program, teacher coordinator characteristics, and recommendability of the program to home economics, trade and industry, agri-business, office, distribution, and health (12). Information was also tabulated with respect to employment setting, assessment of student trainees, preparedness of student trainees, cooperative education processes, employers' views of coordinator's expertise, and employers' assessment of programs (12).

Data provided by the study emphasized the importance of the role of the coordinator in the cooperative program and the exceptionally high level of acceptance of the cooperative education method (12).

Carmela C. Kingston in her study, "A Study of the Status and Effectiveness of Cooperative Office Education in New Jersey, 1968-69,"

attempted the first in-depth state-wide research on cooperative business education in the nation after the passage of the Vocational Education Act of 1963. It provided a model for much needed study and evaluation of other cooperative vocational education programs (14).

The purpose of the study was to determine the then present status of cooperative office education in New Jersey and to evaluate the effectiveness of these programs (14). In order to determine the present status, the people most directly concerned with the cooperative office education programs in New Jersey were questioned regarding program enrollment, job experiences, time spent on the job, and reactions to the program. With the additional knowledge of cooperative office education, it was possible that cooperative office education could be amended and advanced to greater effectiveness (14).

Findings of the study reported in the review of the research were largely supported by a number of other studies done on a local level that employed essentially the same approach. However, because of the growth of cooperative education and because of the lack of comparative studies, there is a need for studies regarding both the status and the effects of cooperative education on beginning workers (14). An obvious research gap exists in the area of cooperative education. There is a continuing need for the evaluation of such programs and the role they play as part of the preparation of students for the world of work (14).

Coordinated Instructional Materials for Other States

In 1973, Ohio State Department of Education produced the guide, Food Service. This curriculum guide is devoted specifically to the

area of job training for the food service industry of our nation. Maximum assistance is given to the secondary food service teacher who is working with students in related classroom instruction and in food service laboratory and/or in cooperative experiences in industry (5).

The topics dealt with in the suggested curriculum are meaningful for programs of either one or two year duration. Major concepts included in the guide are: (1) operational guidelines for food service programs; (2) guidance knowledge; (3) production blocks; and (4) managerial process blocks.

Development of this guide is attributed to the Ohio State Department of Education staff, food service teachers, an advisory committee, and consultants. Local teachers are directed to give consideration for specific program needs when utilizing this guide.

Food Service Production and Service developed by the Mid-America Vocational Curriculum Consortium is the guide produced and utilized in the state of Oklahoma secondary food service programs. The purpose of the 1976 publication is to assist teachers in improving instruction for students to assume a role in a food service occupation. The major concepts included in the guide are: (1) orientation, (2) equipment, (3) safety, (4) sanitation, (5) production, (6) service, (7) purchasing, (8) menu planning, and (9) supervision.

For the cooperative experience of the Oklahoma secondary food service program, the guide Cooperative Vocational Education is used by the food service instructors. This guide was developed by the Curriculum and Instructional Materials Center for cooperative vocational programs. This guide is utilized by all cooperative programs in the

state of Oklahoma by adapting materials to specific needs of various programs. The major concepts include: (1) orientation, (2) employment, (3) personal development, (4) employee relations, (5) communications, (6) financial management, and (7) insurance.

To supplement this 1972 guide, a Cooperative Vocational Education II Guide is currently being published by the Oklahoma State Board of Vocational and Technical Education. Major concepts included in this supplementary guide are: (1) safety and sanitation, (2) human relations and self-improvement, (3) human relations on-the-job, (4) coping with problems, (5) communications, (6) job-related economics, (7) handling money and goods in business, (8) shoplifting prevention, (9) buying a used car, (10) life insurance, (11) economics of free enterprise, (12) government and the American market; (13) labor unions, (14) basic law for business and consumers, and (15) leadership development and civic responsibility.

The state of Texas has produced three instructional guides for use in secondary food service programs. These guides were developed and distributed by the Home Economics Instructional Materials Center of Texas Tech University in cooperation with the Texas Education Agency, Department of Occupational Education and Technology, Homemaking Education.

Food Service Employee is the first of the guides based on a job analysis developed from interviews with employers and employees in food service operations. The proposed course outline relates the tasks to the general objectives and competencies needed by students to perform effectively on the job. The competencies listed as "work experiences" are gained primarily from on-the-job training, while those listed as

"study assignments" are gained from classroom instruction. A student edition accompanies the guide providing part of the classroom instruction and increased understanding of the tasks performed on the job (23). The units included in the course of study are: (1) food service employers, (2) sanitation, (3) safety, (4) nutrition, (5) small equipment for food preparation and service, (6) large equipment for food preparation and service, (7) large equipment for cooking food, (8) techniques of food preparation, (9) cold food work station, (10) hot food work station, (11) bake work station, (12) customer service techniques, and (13) procedures for storeroom control.

Orientation to the World of Work is the second of the Texas produced guides for home economics cooperative education programs, one of which is food services. This guide was developed according to the underlying philosophy that home economics cooperative education should prepare youth to meet their responsibilities as individuals in our society. Teacher-coordinators guide students in adjusting to employment conditions and developing desirable attitudes toward school, employment, social and civic responsibilities (24). The major concepts include: (1) introduction to home economics cooperative education, (2) FHA-HERO, (3) job success, (4) personal management, (5) money management, (6) citizen services and responsibilities, (7) job application, (8) planning your future, and (9) evaluation.

Food Services is the third publication of instructional materials from the Texas Tech University Home Economics Instructional Materials Center. This coordinated vocational-academic education food services publication is designed for use in teaching the food service phase of General Home and Community Services at the junior or senior high school

level or in teaching commercial food services at the high school level. Although the materials were designed specifically for CVAE programs, they should be equally useful to teachers or pre-employment laboratory training programs, vocational education for the handicapped, home economics cooperative education, and adult vocational education programs (23). The following concepts are included: (1) job opportunities in food services, (2) equipment for commercial food production, (3) sanitation, (4) safety, (5) receiving, (6) storing, (7) issuing food and supplies, (8) food production, and (9) customer service techniques.

The state of Florida Department of Education in Tallahassee, Florida in 1969 published a course design, Quantity Food Preparation and Service Instructor's Guide. The emphasis of this guide is placed on principles and methods of quality food production in quantity. Coordinated instructional materials for a cooperative food service program have not been produced in the state of Florida.

The Board of Education of the City of Chicago, in 1969, developed a curriculum guide for cooperative education programs. Almost every high school in Chicago has included one or more types of cooperative education programs, one of which is home economics related occupations.

The home economics related occupations is a cooperative program to prepare students for entering occupations that are related to home economics. The main focus is on the relationship of the dual role of wage earning and homemaking and emphasizes the distinctive and essential part women play in the economy of the United States (1).

The curriculum guide contains the concepts: (1) cooperative education programs, (2) responsibilities of the teacher-coordinator and the employer, (3) understanding the cooperative program, (4) looking at

ourselves and others, (5) learning to assume our responsibility to society; (6) understanding our part in the world of work, (7) understanding the management of money, (8) understanding the importance of safety and health, and (9) learning to use leisure time.

In 1972, the Department of Vocational-Technical Education of Teacher's College, Marshall University in Huntington, West Virginia, published a cooperative vocational education coordinator's handbook. The major focus of the guide is to introduce to the coordinator the concepts of cooperative education and a description of the cooperative teacher-coordinator's responsibilities.

New Mexico State Department of Education in Santa Fe, New Mexico, has produced three handbooks for occupational home economics education cooperative programs. These 1976 publications include instructional materials for the cooperative administrator, sponsor, and coordinator.

The Missouri State Department of Education in Jefferson City, Missouri, in 1963 published a new curriculum guide entitled Food Service. The guide resulted from a curriculum project which evolved as home economics programs in the state were examined in relation to current socio-economic changes, emerging educational theories, new advances in technology, and the appraisal of the student and his goals (16).

The curriculum in food service was meant to function as one or two year training plan preliminary to entrance level employment in food service occupations. The major concepts included in the guide were behavior, creativity, attitudes, resources, democratic principles, family relations, social participation, human growth and development, our economic system, home economics related occupations, management, values,

cultural patterns, skills, continuing education, societal changes, inter-personal relations, rational and constructive thinking, and vocational choices and competencies (16).

The Tennessee State Board for Vocational Education has produced two curriculum guides for instruction in food services. Course Outline for Commercial Foods" is the first of these curriculum guides developed as a result of the needs expressed by instructors to provide some degree of uniformity in teaching commercial foods in Tennessee (20). The major concepts included are weights and measures, food nutrients and nutrition, hygiene and sanitation, safety, cooking equipment, and food preparation (20).

Food Management, Production and Services is the second guide produced in Tennessee to help meet the challenge of planning individualized instruction in food services for persons in all communities in Tennessee. The instructional program of food management, production, and services is designed to meet the demands of industry and to meet the needs of the local community (21). Detailed job descriptions and course structures are included in this guide.

Summary

The value of cooperative vocational education depends on the satisfaction students receive from their jobs as well as their ability to perform satisfactorily for their employers (9). Therefore, the organized assessment of cooperative education programs is concerned with program outcomes and program analysis.

After determining the needs and current status of current cooperative programs relevant, organized instructional materials can be

developed. This assessment of programs and determining of needs should be conducted through local means, enabling instructional materials to fulfill needs of specific students.

The need for instructional materials is more pressing in cooperative vocational education, due to the lack of functional teaching materials. The wide variety of occupational areas also adds to the need for organized instructional materials in cooperative vocational education.

Comparative studies in assessing or evaluating cooperative education programs have been conducted by similar methods. The use of questionnaires or inventories is a common method. The questionnaires are generally given to the people involved in the on-the-job training of the student-trainees, specifically the teacher-coordinator, employer, and student-trainee. The results of the questionnaire are used for program improvement and curriculum recommendations.

Several states presently offer cooperative food service programs. Curriculum guides or coordinated instructional materials are most frequently developed for the preparatory year of programs with less emphasis on coordinated instructional materials for the cooperative aspect.

Several states have developed cooperative education curriculum guides to meet the needs of all cooperative education programs in the state with local instructors adapting material to specific local and program needs.

Major concepts included in these curriculum guides emphasize instruction for particular subject matter areas, with major concern for skill and attitude development for the world of work. Numerous

guides contain materials to assist the coordinator of cooperative programs and serve as an orientation for newly appointed instructors and coordinators.

CHAPTER III

METHODOLOGY AND PROCEDURE

Introduction

The purpose of this study was to assess Louisiana secondary school cooperative food service programs in order to identify student job placement problems and to obtain teacher-coordinator opinions relative to program content and objectives. It is hoped that by revealing job placement problems student needs will be realized and from curricula recommendations by teacher-coordinators relevant instructional material will be produced for Louisiana's secondary cooperative food service programs at a future date.

Selection of Subjects

The study is limited to the population of teacher-coordinators in Louisiana's secondary school cooperative food service programs. The teacher-coordinators were requested to gather responses concerning the program from employers participating in the cooperative program.

Development of the Instrument

The instrument used to gather data was a questionnaire which was mailed to all teacher-coordinators of Louisiana secondary cooperative food service programs. The questionnaire was used to gather data to

reveal current practices in the Louisiana secondary school cooperative food service programs for the past three school years or the years of operation for each program.

The Louisiana State Department of Education was contacted to obtain the names and locations of the current Louisiana secondary school cooperative food service programs.

Analysis of the Data

The data from the mailed questionnaire was analyzed by the use of a frequency count made as the questionnaires were returned and the problems and recommendations were then ranked according to frequency of distribution.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

Included in this chapter is an analysis of data collected in this study. The data was analyzed by organizing and tabulating frequency of responses obtained from the questionnaire submitted to teacher-coordinators of Louisiana secondary school food service programs. The first subject covered in this chapter includes a brief review of the data collection procedure.

The data summary section contains two areas, job placement information and curriculum recommendations. A summary of the results concludes this chapter.

Data Gathering Procedure

The purpose of this study was to identify student placement problems and to obtain teacher-coordinator opinions relative to program content and objectives. A questionnaire was developed and mailed to teacher-coordinators of the 22 Louisiana secondary school cooperative food service programs. Each teacher-coordinator was asked to provide information for the past three years or for years of program operation for programs which had been in existence for less than three years.

The Louisiana State Department of Education was contacted to obtain approval for conducting the research. Teacher-coordinator's

names and secondary school cooperative food service program locations were furnished by the Department of Vocational Home Economics in the Louisiana State Department of Education. A cover letter endorsed by the Department of Secondary Vocational Education and Vocational Home Economics in Louisiana accompanied the questionnaire used to obtain data. A copy of this letter is shown in the appendix, page 59.

On Tuesday, March 22, 1977, a questionnaire was mailed to each of the 22 teacher-coordinators in Louisiana. After one (1) month, six (6) of the teacher-coordinators had responded for a return rate of 25 percent. As a follow-up step to encourage completion and return of the questionnaire, a person-to-person telephone call was made to each non-responding teacher-coordinator in Louisiana. After this contact eight (8) additional returns were received. A post card with a second reminder to complete the questionnaire was sent to the remaining eight (8) teacher-coordinators. The final return rate was 73 percent or 16 completed questionnaires.

Data Summary

The location of the cooperative secondary school food service programs represented in the study is shown in Figure 1. The 16 programs are located in 13 parishes with the majority of the programs in the southern region of Louisiana. Of the 16 programs represented, Jefferson and Tangipohoa Parish are unique in offering secondary cooperative food service programs in two comprehensive high schools. Terrebonne Parish has two secondary cooperative food service programs in the Terrebonne Vocational-Technical High School.

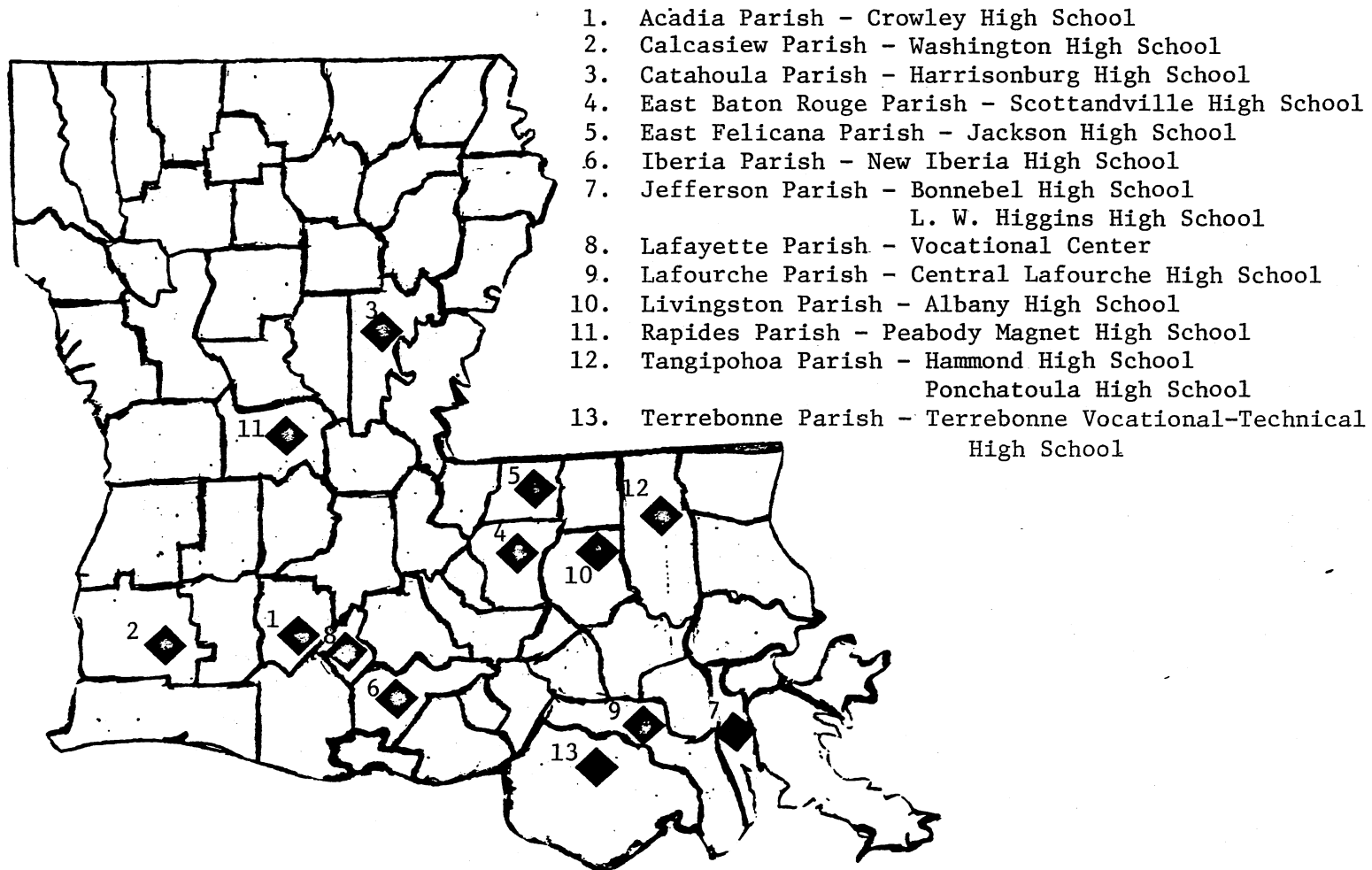


Figure 1. Louisiana Parishes Operating Cooperative Secondary School Food Service Programs

Area I: Job Placement Information

Enrollment and placement statistics for the three-year period are presented in Table I. The 16 programs represented in the study had been in operation for varying lengths of time. One program had been in operation for eight years, one for six years, two for five years, four for four years, two for three years, two for two years, and two for only one year. Three-year enrollment figures vary also. For those programs in operation for three years or more, the three-year total enrollment ranges from six to seventy-five students. The program with the lowest enrollment had been in operation for four years and the program with the highest enrollment had been in operation for six years.

The number and percent of students enrolled during the last three school years who were employed for nine months in the cooperative program are shown in column four of Table I.

The placement rate ranges from 37 to 100 percent. Eight of the programs had placement rates of 70 percent or more. The placement rates and years of program operation are shown in Table II. An inspection of the number and percent of students with placement problems is shown in column five of Table I. Some teacher-coordinators reported a higher percentage of students with placement problems than did others. The range was 71 percent to zero percentage of placement problems. This table does not reveal a consistent pattern between length of program operation and placement rate. A 100 percent placement rate was reported for four programs. Two of these programs had been in operation for four years, one for three years and one for two years. The four programs with the lowest placement rates (29, 37, 38, and 53 percent) had also been in operation for varying lengths of

TABLE I

ENROLLMENT AND PLACEMENT STATISTICS FOR 16
LOUISIANA SECONDARY SCHOOL COOPERATIVE
FOOD SERVICE PROGRAMS FOR THE 1974-75,
1975-76 AND 1976-77 SCHOOL YEARS

Program	Total Number of Years Program Has Been in Operation	Total Number Enrolled During the Years of Program Operation		*Nine-Month Placements During the Year of Program Operation	**Students With Placement Problems	
		Number	Percent Total Enrollment		Number	Percent Total Enrollment
	Column I	Column II	Column III	Column IV	Column V	Column VI
Albany High School Livingston Parish	6	75	93	70	5	7
Bonnebel High School Jefferson Parish	1	15	53	8	7	47
Central Lafource High Lafourche Parish	4	6	66	4	2	34
Crowley High School Acadia Parish	5	35	68	24	11	32
Hammond High School Tangipohoa Parish	5	38	37	14	24	63
Harrisonburg High School Catahoula Parish	4	15	100	15	0	0

TABLE I (CONTINUED)

Program	Total Number of Years Program Has Been in Operation	Total Number Enrolled During the Years of Program Operation		*Nine-Month Placements During the Year of Program Operation	**Students With Placement Problems	
		Number	Percent Total Enrollment		Number	Percent Total Enrollment
	Column I	Column II	Column III	Column IV	Column V	Column VI
Jackson High School East Feliciana Parish	4	41	100	41	0	0
L.W. Higgins High School Jefferson Parish	3	30	100	30	0	0
New Iberia High School Iberia Parish	2	24	100	24	0	0
Peabody Magnet High Rapides Parish	8	39	72	28	11	28
Ponchatoula High School Tangipohoa Parish	1	14	64	9	5	36
Scotlandville Senior High East Baton Rouge Parish	3	65	38	25	40	62
Terrebone Vo-Tech High Terrebonne Parish - I	4	36	69	25	11	31

TABLE I (CONTINUED)

Program	Total Number of Years Program Has Been in Operation	Total Number Enrolled During the Years of Program Operation		*Nine-Month Placements During the Year of Program Operation	**Students With Placement Problems	
		Number	Percent Total Enrollment		Number	Percent Total Enrollment
	Column I	Column II	Column III	Column IV	Column V	Column VI
Terrebonne Vo-Tech High Terrebonne Parish - II	2	44	29	13	31	71
Vocational Center Lafayette Parish	5	68	88	60	8	12
Washington High School Calcasieu Parish	3	44	82	36	8	18

*Refers to students placed in work training stations in the food service industry for nine months

**Refers to students who had problems after being placed in the work training station

TABLE II
COMPARISON OF YEARS OF PROGRAM OPERATION AND
PERCENTAGE OF TOTAL NUMBER OF STUDENTS WHO
WERE EMPLOYED FOR NINE MONTHS

Program	Total Years Program Has Been in Operation	Percentage of Total Number of Students Who Were Employed for Nine Months
1. Peabody Magnet High School	8	72
2. Albany High School	6	93
3. Crowley High School	5	68
4. Hammond High School	5	37
5. Vocational Center	5	88
6. Harrisonburg High School	4	100
7. Jackson High School	4	100
8. Central Lafourche High School	4	66
9. Terrebonne Vo-Tech Program I	4	69
10. Scotlandville Senior High	3	38
11. L.W. Higgins High School	3	100
12. Washington High School	3	82
13. New Iberia Senior High	2	100
14. Terrebonne Vo-Tech Program II	2	29
15. Ponchatoula High School	1	64
16. Bonnebel High School	1	53

time (one to five years).

A comparison of city population and percentage of nine-month placement of students is presented in Table III. The teacher-coordinator of the program at Harrisonburg, Louisiana with a 1970 population of 626 reported 100 percent nine-month placement of students. The teacher-coordinator at Scotlandville Senior High School located in the large metropolitan area of Baton Rouge, Louisiana, reported that 38 percent of the students were placed for nine months.

Data relative to student placement problems are projected in Table IV. Teacher-coordinators categorized the placement problems these students had encountered under the headings given in Table IV and additionally provided individual reasons for placement problems of each student. Teacher-coordinators were requested to contact three of their employers at student job stations for assistance in completing this section of the questionnaire.

The reasons for placement problems of individual students as reported by the teacher-coordinators are presented in Table V. The frequency of response is also included. Poor attitude toward work was listed most frequently as a problem which resulted in termination or unsuccessful employment in the food service industry by cooperative students. Twenty-three of the responses were poor attitude toward work while the next two frequently reported problems were transportation and lack of business opportunities at only eight responses each.

TABLE III
COMPARISON OF POPULATION OF PROGRAM LOCATION
AND PERCENT OF TOTAL NUMBER OF STUDENTS
WHO WERE EMPLOYED FOR NINE MONTHS

Program	Population of Program Location*	Percentage of Total Number of Students Who Were Employed for Nine Months
1. Albany High School Albany, La.	700	93
2. Bonnebel High School Metairie, La.	136,477	53
3. Central Lafourche High School Mathews, La.	4,880	66
4. Crowley High School Crowley, La.	16,104	68
5. Hammond High School Hammond, La.	12,487	37
6. Harrisonburg High School Harrisonburg, La.	626	100
7. Jackson High School Jackson, La.	4,697	100
8. L.W. Higgins High School Marrero, La.	29,015	100
9. New Iberia High School New Iberia, La.	30,147	100
10. Peabody Magnet High School Alexandria, La.	41,557	72
11. Ponchatoula High School Ponchatoula, La.	4,545	64
12. Scotlandville Senior High Baton Rouge, La.	165,963	38
13. Terrebonne Vo-Tech High School Houma, La.	30,922	I - 69 II - 29
14. Vocational Center Lafayette, La.	68,908	88
15. Washington High School Lake Charles, La.	77,998	82

*1970 Census Figures

TABLE IV

*PLACEMENT PROBLEM STATISTICS ACCORDING TO CATEGORIES
PRESENTED ON QUESTIONNAIRE WITH NUMBER OF
STUDENTS REPORTED IN EACH CATEGORY

Program	Changed Job Once	Changed Job Twice	Changed Several Times	Terminated From Original	Never Employed	Other Conditions
Albany High School	2	2		1		
Bonnebel High School						
Central Lafourche High School	3					
Crowley High School	2	1	3	1	2	2
Hammond High School	1					
Harrisonburg High School						
Jackson High School						
L.W. Higgins High School						
New Iberia High School						
Peabody Magnet High School	6			3	4	2
Ponchatoula High School	4			1		3
Scotlandville High School	5	5	4	4	2	2
Terrebonne Vo-Tech Program I	2	3	1	3	2	
Terrebonne Vo-Tech Program II	3	2		2	1	
Vocational Center	1	2	2	3		
Washington High School	3	2	1	1	1	
TOTAL IN EACH CATEGORY	32	17	11	19	12	9

*Placement problems of students who did not remain employed for nine months

TABLE V
 FREQUENCY OF PLACEMENT PROBLEMS REPORTED
 BY TEACHER-COORDINATORS

Frequency of Response	Problems Encountered by Students Who Did Not Remain Employed Nine Months
22	Poor attitude toward work
8	Transportation
8	Lack of jobs or business opportunities
7	Poor employer relationship
6	Hours of employment
6	Pregnancy
5	Poor employee relationships
4	Not suited to position
4	Job location
3	Poor customer relations
3	Wages
3	Parental problems
3	Personal appearance
3	Removal from program
2	Marriage
1	Prejudice
1	Dishonesty
1	Lack of necessary job skills
1	Damaged equipment on job
1	Athletic obligations
1	Poor working conditions
1	Medical complications
1	Legal complications (arrest)
1	Required only classroom experience

Area II: Curriculum Recommendations

Teacher-coordinators were requested to list under specific areas their recommendations for a curriculum guide or coordinated instructional materials for secondary cooperative food service classes in Louisiana. Consideration of all aspects of their programs and past experiences in coordinating the cooperative program were suggested in completing the questionnaire. Employer recommendations were requested for completion.

Teacher-coordinators' recommendations for overall general program objectives are presented in Table VI. The teacher-coordinators were requested to recommend one or more general program objectives. The 16 teacher-coordinators who participated in the study made 34 recommendations relative to general program objectives. These were categorized into 14 categories as presented in Table VI. Seven teacher-coordinators recommended a general program objective that stressed a strong basic professional training program in the food service industry. Six teacher-coordinators recommended a general program objective related to understanding of job opportunities in food services.

Awareness of the importance of job attitudes, association with fellow workers, discipline to job regulations, satisfaction from job wages, as well as identification with a group effort was a general program objective reported by four teacher-coordinators. Three program objectives were reported by three teacher-coordinators. The objectives dealt with an understanding of safety, sanitation, and health principles, personal job satisfaction, and the preparation of foods.

TABLE VI
OVERALL GENERAL OBJECTIVES OF PROGRAM RECOMMENDED FOR
A CURRICULUM GUIDE OR COORDINATED INSTRUCTIONAL
MATERIALS FOR LOUISIANA SECONDARY SCHOOL
COOPERATIVE FOOD SERVICE PROGRAMS

Frequency of Response	Objective Recommendations by Teacher-Coordina-tors for Louisiana Secondary School Cooperative Food Service Programs
7	Students gain a quality foundation through a strong professional basic training program in food services
6	Understand job opportunities in food service
4	Awareness of the importance of job attitude, association with fellow workers, discipline to job regulations, satisfaction from job wages, as well as identification with a group effort
3	Understand and use safety, sanitation and health principles in all food preparation
3	Evaluate the job experience and course in relation to personal satisfaction and achievement
3	Plan, select, store and serve food competently
2	Apply the principles of efficient management of time, motion, and energy in food service
2	To afford students of low economic background an opportunity to earn wages while they are still in high school, which will encourage these students to stay in school and reduce the drop-out rate
2	Achieve success in a food service job
2	Creativity in preparing and serving foods
1	Develop simple skills related to food service
1	Learn responsibility of employees to the employer
1	Provide guidance and assistance for students who are starting out in the world of work
1	Understand the relationship of one's personality and success in a food service career

Four general program objectives were each reported by two teacher-coordinators. These objectives stressed principles of management, the economic aid for students which reduces potential dropouts, achievement of success in the food service industry, and creativity in preparing and serving foods.

Four general program objectives were reported by only one teacher-coordinator. These objectives were concerned with simple skills relative to the food service industry, responsibility of food service employees to employers, provision of guidance for students entering the world of work, and an understanding of the relationship of one's personality and success in a food service career.

Subject matter content or concept recommendations are presented in Table VII, including the frequency of responses to these recommendations. Thirty-six concepts were reported by teacher-coordinators to be included in a curriculum guide or coordinated instructional materials for Louisiana secondary school cooperative food service programs.

Sanitation and safety were the concepts with the most frequency of response with ten teacher-coordinators recommending these concepts. Principles of food preparation and an introduction to the world of work were concepts which were reported by nine teacher-coordinators. Eight teacher-coordinators listed an orientation to food service occupations as a concept to be included. Equipment identification, use, and care was a concept reported by six teacher-coordinators, with human relations, job opportunities, and management concepts each responded to by five teacher-coordinators.

The remaining responses concerning concepts were as follows: (1) four responses to management, (2) three responses to concepts ranging

TABLE VII

SUBJECT MATTER CONTENT OR CONCEPT RECOMMENDATIONS FOR
A CURRICULUM GUIDE OR COORDINATED INSTRUCTIONAL
MATERIALS FOR LOUISIANA SECONDARY SCHOOL
COOPERATIVE FOOD SERVICE PROGRAMS

Frequency of Response	Content or Concepts Recommended by Teacher- Coordinators for Louisiana Secondary School Cooperative Food Service Programs
10	Sanitation and safety
9	Principles of food preparation
9	Introduction to the world of work
8	Orientation to food service occupations
6	Equipment (identification, use and care)
5	Human relations (cooperative working relations)
5	Customer service techniques and relations
5	Job opportunities in the food service industry
4	Management
3	Personality and work
3	Creating your future
3	Job applications
3	Writing resumes
3	Personal qualifications for the job
3	Planning on-the-job training
2	Attitudes toward work
2	Terminology of the food service industry
2	Job responsibilities
2	Job success
2	Laws and regulations affecting employment
2	Menu strategy
1	Catering
1	Changes in food service industry
1	Changing role of men and women
1	Basic nutrition
1	Cake decorating
1	Quick and conventional food service
1	Cafeteria food service
1	Hospital food service
1	Carving
1	Freezing
1	Creative arts projects
1	Grooming for the job
1	Food service teams
1	Work simplification principles

from personality and work to planning on-the-job training, (3) two responses to concepts ranging from attitude toward work to menu strategy and finally (4) one response to concepts ranging from catering to work simplification principles.

Table XIII presents resource materials and persons recommended by teacher-coordinators for a curriculum guide concerning cooperative food service. Recommendations are divided into resource persons, texts, bulletins, magazines, and filmstrips.

Managers of area restaurants were recommended by five teacher-coordinators as a resource person for Louisiana secondary school cooperative food service programs. Four teacher-coordinators recommended a dietitian, three recommended food service employees and employment representatives, two recommended caterers, and one recommendation was made for former students, working parents, Louisiana State University Extension Service, and American Home Economics representatives.

The most frequently recommended text was Food Service Careers by Ethelyn C. Cornelius with three responses. Being a Food Service Worker by the American Hospital Association was the next most frequently recommended text with two responses. All other texts, magazines and filmstrips were given only one recommendation by teacher-coordinators.

Learning activities recommended by instructor-coordinators are presented in Table IX in addition to the frequency of response for each activity. Eighteen learning activities were recommended with field trips as the most frequently recommended with six responses. Actual food preparation laboratories and on-the-job training received

TABLE VIII

RESOURCE MATERIALS AND PERSONS RECOMMENDED FOR A
CURRICULUM GUIDE OR COORDINATED INSTRUCTIONAL
MATERIALS FOR LOUISIANA SECONDARY SCHOOL
COOPERATIVE FOOD SERVICE PROGRAMS

Frequency of Response	Resource Persons Recommended by Teacher-Coordinaors of Louisiana Secondary School Cooperative Food Service Programs
5	Managers of area restaurants
4	Dietitian
3	Food service employees
3	Employment representatives
2	Caterers
1	Former students now employed in food service industry
1	Working parent
1	Louisiana State University Extension Services
1	American Home Economics representative
	Resource Materials Recommended by Teacher-Coordinaors of Louisiana Secondary School Cooperative Food Service Programs
	Texts:
3	<u>Food Service Careers</u> by Ethelyn C. Cornelius
2	<u>Being a Food Service Worker</u> by American Hospital Association
1	<u>Instruction Guide for Teaching of Professional Cooking</u> by Institutions Magazine
1	<u>Your Future as a Dietitian</u> by McKnight
1	<u>Catering Handbook</u>
1	<u>Professional Chef</u>
1	<u>Sanitation Now</u>
1	<u>Adding Eye Appeal to Foods</u>
1	<u>Table Service Techniques</u>
1	<u>Food Preparation</u>
1	<u>Food Service Education Notebook for Students in Cooperative Program</u>
1	<u>Exploring Professional Cooking</u> by Ray and Leinis
	Bulletins:
1	"Profitable Food Service Management" by National Restaurant Association

TABLE VIII (CONTINUED)

Frequency of Response	Resource Materials Recommended by Teacher-Coordinators of Louisiana Secondary School Cooperative Food Service Programs
	<p data-bbox="841 485 1003 516">Magazines:</p> <p data-bbox="363 548 834 611">1 <u>Food Service Marketing</u> 1 <u>Cooking for Profit</u></p> <p data-bbox="841 642 1019 674">Filmstrips:</p> <p data-bbox="363 705 1393 1020">1 "Protecting the Public" - National Restaurant Association 1 "Unwanted Four" - National Restaurant Association 1 "Angry Flame" - National Restaurant Association 1 "Metric Measuring" 1 "Work Smart, Stay Safe" - National Restaurant Association 1 "The Smart Waitress" - National Restaurant Association 1 "The Freeloaders" - National Restaurant Association 1 "Careers in Food Service" - Butterick 1 "Food Service a Career to Consider" National Restaurant Association</p>

TABLE IX
LEARNING ACTIVITIES RECOMMENDED FOR A CURRICULUM
GUIDE OR COORDINATED INSTRUCTIONAL MATERIALS
FOR LOUISIANA SECONDARY SCHOOL COOPERATIVE
FOOD SERVICE PROGRAMS

Frequency of Response	Learning Activity Recommendations by Teacher- Coordinators of Louisiana Secondary School Cooperative Food Service Programs
6	Field trips
5	Actual food preparation laboratories
5	On-the-job training
4	Demonstrations
3	Films, filmstrips
2	Job-related activities
2	School lunch room experience
2	Presentations from food service industry
2	Mathematics related to food preparation
1	Student reports
1	Role playing work situations
1	Classroom experiences
1	Games, puzzles, etc.
1	Use of precautions necessary to avoid accidents
1	Work in scheduling deadlines
1	Personalized units of instruction
1	Performance tasks
1	Transparencies

five responses while demonstrations received four recommendations as a learning activity.

Other learning activities recommended were filmstrips and films which received three responses; learning activities job-related activities, mathematics related to food preparation, school lunch room experience, and presentations from food service industry each received two responses. Student reports, role playing work situations, classroom experiences, games, precautions necessary to avoid accidents, work in scheduling deadlines, personalized units of instruction, performance tasks, and transparencies were all learning activities which received one response.

Table X indicates that ten teacher-coordinators recommended employer's report of student-trainee as an evaluation technique in Louisiana secondary school cooperative food service programs. Follow-up of students after graduation and teacher-coordinator evaluation followed with only four responses each. Student personal satisfaction, tests, and self-evaluation activities were each recommended by two teacher-coordinators. Evaluation techniques ranging from classroom experiences to student activity notebooks received one response.

There is a close quantitative frequency of responses in Table XI which represents recommendations of skills for the curriculum guide or coordinated instructional materials for Louisiana secondary school cooperative food service programs. Five teacher-coordinators recommended serving food as a skill for a cooperative food service student. Salad preparation, fancy dessert preparation, and using equipment were skills which received four responses.

TABLE X

EVALUATION OF PROGRAM TECHNIQUES RECOMMENDED FOR
A CURRICULUM GUIDE OR COORDINATED INSTRUCTIONAL
MATERIALS FOR LOUISIANA SECONDARY SCHOOL
COOPERATIVE FOOD SERVICE PROGRAMS

Frequency of Response	Evaluation Technique Recommendations by Teacher- Coordinators of Louisiana Secondary School Cooperative Food Service Programs
10	Employer's report of student-trainee
4	Follow-up of student after graduation
4	Instructor-coordinator evaluation
2	Student personal satisfaction and achievement of course objectives
2	Tests (written)
2	Self-evaluation activities
1	Classroom experiences
1	Community involvement with program
1	Availability of job stations
1	Feedback from employers
1	Observations of changes in attitudes as students gain learning experiences
1	Role playing
1	Posters
1	Bulletin board exhibits
1	Student activity notebook of on-the-job training

TABLE XI

SKILLS RECOMMENDED FOR A CURRICULUM GUIDE OR COORDINATED
INSTRUCTIONAL MATERIALS FOR LOUISIANA SECONDARY
SCHOOL COOPERATIVE FOOD SERVICE PROGRAMS

Frequency of Response	Skill Recommendations by Teacher-Coordinator of Louisiana Secondary School Cooperative Food Service Programs
10	Serving food
4	Salad preparation
4	Fancy dessert preparation
4	Using equipment
3	Baking
3	Meat cookery
3	Vegetable preparation
3	Beverage preparation
3	Preparation of foods in short orders
3	Menu assistant responsibilities
2	Cake decorating
2	Managerial skills
2	Customer relations
2	Employee relations
2	Human relations skills
1	Appetizer preparation
1	Quantity level food preparation
1	Catering services
1	Counter girl responsibilities
1	Cashier responsibilities
1	Developmental skills
1	Tray girl responsibilities
1	Portion control
1	Weights and measurements
1	Recipe conversion
1	Employment skills
1	Safety skills
1	Busboy and busgirl responsibilities

Baking, meat cookery, vegetable preparation, beverage preparation, short order preparation, and menu assistant responsibilities received each three responses from teacher-coordinators. Cake decorating, managerial skills, customer relations, employee relations, human relation skills were skills which received each two responses while appetizer preparation, quantity food preparation, catering, counter-girl responsibilities, cashier responsibilities, busboy and busgirl responsibilities, development skills, tray girl responsibilities, portion control, weights and measurements, recipe conversion, employment skills, and safety received one recommendation from the teacher-coordinators.

Summary of Results

The results of teacher-coordinators reports of student placement information indicate varying success rates of nine-month employment. As a result of a comparison of percentage of nine-month placements with years of operation of program and location of program city population no correlation in these factors and the successful placement of students was indicated. The enrollment of students varies greatly in programs throughout the state. Of significance is the location of most responding secondary school cooperative food service programs in the southern section of Louisiana.

The most frequently encountered placement problems are related to student attitudes toward work. Several Louisiana secondary school cooperative food service programs are having difficulty in finding successful nine-month employment for cooperative food service students, with some students never being employed.

From teacher-coordinator recommendations with employer contributions for curriculum or coordinated instructional materials a vast array of objectives, concepts, skills, activities and resource materials is suggested. In this vastness of information there is a similarity of response with closeness in quantitative frequency. A need for a quality foundation in basic training for food services with strong implications for basic employment skills prevail in the recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to assess Louisiana secondary school cooperative food service programs in order to identify student job placement problems and to obtain teacher-coordinator opinions relative to program content and objectives. Anticipated objectives of the study were the identification of job placement problems of students in present Louisiana secondary school cooperative food service programs and the proposal of recommendations for curriculum development for Louisiana secondary school cooperative food service programs.

The method used to assess these secondary school cooperative food service programs was a mailed questionnaire approved by the Louisiana State Department of Education. The questionnaire was divided into the sections of general information concerning the program, job placement information, and curriculum recommendations. Questionnaires were sent to the twenty-two secondary school cooperative food service teacher-coordinators in Louisiana.

Analysis of the data was obtained by grouping similar responses and producing a quantitative report of frequency of responses. Quantitative reports of placement of students were obtained in addition to individual placement problems of students. Instructor-coordinator opinions as well as employer suggestions were obtained relative to curriculum content and objectives.

The results of the study indicated that enrollments in the cooperative food service programs in Louisiana vary greatly from one program to another. Although a larger percentage of students are employed for nine months or a school year, many students have placement problems. Four programs have accomplished one-hundred percent nine-month placement, however, three programs have accomplished below fifty percent placement of students for a school year. Many students change jobs several times or never obtain employment.

The most frequently noted placement problem was the student's attitude toward work. Corresponding to this problem was the most frequently noted general objectives, which were (1) a basic professional training program for the food service industry, (2) understanding of job opportunities in food service, and (3) an awareness of the importance of job attitude, association with fellow workers, discipline to job regulations, satisfaction from job wages, as well as identification with a group effort. Evaluation techniques recommended were also involved with employment of students and work attitudes.

The recommendations of subject matter content or concepts and skills indicated a shift to the importance of sanitation and safety, principles of food preparation and serving foods rather than attitudes toward employment. Learning activities and resource material recommendations were very similar from all programs with emphasis on employment and basic food service skills.

Conclusions

The findings of this researcher herein concluded, clearly indicate needs for improvement in student placement in Louisiana secondary school

cooperative food service programs. Varying problems are encountered by students in finding successful job placement, with the most frequent problem stated as the student's poor attitude toward work.

Successful placement is not directly related to the city population of program location or the years of operation of the cooperative program. Therefore, consideration must be given to the most frequent problems reported by teacher-coordinators in regard to placement problems.

Research findings included in this study indicate the incorporation of basic employment concepts in several state prepared curriculum guides and coordinated instructional materials for secondary school food service programs. Teacher-coordinator and employer opinions directly related to program content and objectives indicate the need for job-related skills to be included in the secondary school cooperative food service curriculum.

Recommendations

Several recommendations are presented as a result of the study. These recommendations, which are intended to improve the Louisiana cooperative food service programs are as follows:

1. A state-wide workshop should be organized to develop coordinated instructional materials for the Louisiana cooperative food service programs from the findings of this study.
2. Techniques for the reduction of placement problems of Louisiana cooperative food service programs should be carefully studied to induce successful nine-month placement of students.

3. Summer seminars should be conducted to encourage teacher-coordinators to compare placement problems, methods for improvement of student employment, instructional techniques, and coordination methods.
4. A coordinated list of resource materials should be developed for state-wide use by teacher-coordinators of the food service program.
5. Curriculum materials should stress concepts which improve employment skills as well as basic food service skills for cooperative food service students.

SELECTED BIBLIOGRAPHY

- (1) Board of Education of the City of Chicago. Curriculum Guide for the Cooperative Education Programs. Chicago, Illinois, 1969.
- (2) Butler, Roy L. and Edwin G. York. "What Teacher-Coordintors Should Know About Cooperative Vocational Education." U.S. Department of Health, Education, and Welfare, May, 1972, (Microfiche ED 059 348), pp. 17-18, 20-21.
- (3) Cushman, Harold R. "The Development and Improvement of Directed Work Experience Programs in Expanded Vocational Education Offerings in Agriculture at the Secondary School Level." U.S. Department of Health, Education, and Welfare, June, 1968, (Microfiche ED 022 911), pp. 105-121.
- (4) Cushman, Harold R. "The Teacher-Coordinator's Manual for Directed Work-Experience Programs in Agriculture." U.S. Department of Health, Education, and Welfare, June, 1968, (Microfiche ED 022 910), pp. 1-23.
- (5) Department of Education, State of Ohio. Food Service. Columbus, Ohio: 1973.
- (6) "Developing, Revising and Updating Curriculum to Meet On-the-Job Needs." American Vocational Journal, Vol. 47, No. 8 (November, 1972, pp. 89-98.
- (7) Evans, Rupert N. Foundations of Vocational Education. Ohio: Charles E. Merrill Publishing Company, 1971.
- (8) Giachino, J. W. and Ralph O. Gallington. Course Construction in Industrial Arts and Vocational Education. Chicago: American Technical Society, 1961.
- (9) "Guide for Cooperative Vocational Education." U.S. Department of Health, Education, and Welfare, September, 1969, (Microfiche ED 037 564), pp. 45-112.
- (10) Gold, Milton J., ed. Working to Learn. New York: Bureau of Publications, Teachers College, Columbia University, 1951.
- (11) Hammonds, Carsie and Carl F. Lamar. Teaching Vocations. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1968.

- (12) Harris, Robert C. and Carol A. Hodgson. "Assessment of Cooperative Education by Former Students and Participating Employers." University of Indiana, December, 1975, (Microfiche ED 109 414), pp. 3-12.
- (13) Irvins, Wilson H. and Williams B. Runge. Work Experience in High School. New York: The Ronald Press Company, 1951.
- (14) Kingston, Carmela C. "A Study of the Status and Effectiveness of Cooperative Office Education in New Jersey, 1968-69." New Jersey State Department of Education, June, 1972, (Microfiche ED 060 182), pp. 1-17.
- (15) Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965.
- (16) Missouri State Department of Education. Food Service. Jefferson City, Missouri: 1963.
- (17) Poland, Robert. "Manpower Planning and Curriculum Construction." American Vocational Journal, Vol. 50, No. 7 (October, 1975), pp. 51-52.
- (18) Snyder, Marie Blasingame and John W. Holmes. "Basic Coordinators Guide for Diversified Occupations Program." Washington State Coordinating Council for Occupational Education, August, 1974, (Microfiche ED 089 018), pp. 1-37.
- (19) Taba, Hilda. Curriculum Development. New York: Harcourt, Brace and World, Inc., 1962.
- (20) Tennessee State Board for Vocational Education. Course Outline for Commercial Foods. Nashville, Tennessee: 1971.
- (21) Tennessee State Board for Vocational Education. Food Management, Production, and Services. Nashville, Tennessee: 1973.
- (22) Texas Tech University, Home Economics Instructional Materials Center. Food Services. Lubbock, Texas: 1974.
- (23) Texas Tech University, Home Economics Instructional Materials Center. Food Service Employee. Lubbock, Texas: 1975.
- (24) Texas Tech University, Home Economics Instructional Materials Center. Orientation to the World of Work. Lubbock, Texas: 1976.
- (25) Van Dalen, Deobold B. and William J. Meyer. Understanding Educational Research. New York: McGraw-Hill Book Company, 1966.

- (26) Wallace, Harold R. "Review and Analysis of Instructional Materials for Cooperative Education." U.S. Department of Health, Education, and Welfare, 1972, pp. 2-21.
- (27) Wiley, Lewis B. Review and Analysis of Curricula for Occupations in Health. Ohio: The Center for Vocational and Technical Education, 1970.

APPENDIXES

January 11, 1977

A survey is being conducted to assess Louisiana Cooperative Food Service Programs in order to identify student job station placement problems and gain recommendations for curricula implications. It is hoped that a state-wide curriculum guide can be produced in the future from realization of current student placement problems and recommendations gathered.

Linda M. Vincent, on sabbatical leave from the Terrebonne Vocational-Technical High School, currently a graduate student at Oklahoma State University in Stillwater, Oklahoma, is conducting the survey.

Your cooperation in completing the questionnaire will be appreciated. The results of the study will be used to prepare curriculum materials for the cooperative food service program.

Sincerely yours,

J. R. Hodges, Director
Vocational Education, Secondary
Louisiana State Department of
Education

Mrs. Gwen Robinson
Supervisor of Vocational Home
Economics
Louisiana State Department of
Education

Mrs. Lila Coenen
Supervisor of Vocational Home
Economics
Louisiana State Department of
Education

QUESTIONNAIRE

The purpose of this study is to assess Louisiana Cooperative Food Service Programs in order to identify student job placement problems and gain recommendations for curricula implications. The Vocational Home Economics Department in the Louisiana State Department of Education was contacted and your name, program location, and number of cooperative students for the past three years was obtained. Please complete all sections of the questionnaire as soon as possible and return in the self-addressed envelope enclosed. After all results have been gathered and tabulated a copy of the results will be sent to you if you check block indicated below.

PART I. GENERAL INFORMATION

Date: _____

Name of School: _____ Parish: _____

Address: _____

Name of Food Service Teacher: _____

Number of Years Program Has Operated: _____

Number of Students in Cooperative Food Service Programs: (Past 3 Years)

PART II. JOB PLACEMENT INFORMATION

Of the students in your cooperative food service program, how many were able to remain successfully employed for the entire school year in a food service establishment: _____

Of the remaining students who did not remain successfully employed for the entire school year in a food service establishment, write the number of students in the blank which most appropriately represents them. In the spaces provided next to the number of students who did not remain employed the entire school year, give the reason for each of these students' unsuccessful employment. To complete Parts II and III in the questionnaire, please contact three (3) of your employers at student job stations for assistance in answering questions. The employers will give industry's viewpoint in instructional materials, and consequently more successful placement of students.

___A. Changed jobs once.

A. State specific reason for each student

___B. Changed jobs twice.

B. State specific reason for each student

___C. Changed jobs several times.

C. State specific reason for each student

___D. Was terminated from original employment.

D. State specific reason for each student

____ E. Never obtained employment.

E. State specific reason for each student

____ F. Other conditions

F. List

PART III. CURRICULUM RECOMMENDATIONS

In order that a state-wide curriculum can be developed in the future, list under specific sections your recommendations for a curriculum guide or instructional materials for cooperative food service classes in Louisiana. Consider all aspects of your program and the past experiences you have had in coordinating your cooperative program and include employer suggestions:

A. Subject Matter Content or Concepts and Sequence of Teaching:

B. Overall General Objectives of Program:

C. Resource Materials and Persons:

D. Learning Activities:

E. Evaluation of Program:

F. Skills Taught:

Please indicate below if you would like a copy of the results of the study:

____ Yes ____ No

VITA²

Linda Marie Vincent

Candidate for the Degree of
Specialist of Education

Thesis: AN ASSESSMENT OF LOUISIANA SECONDARY SCHOOL COOPERATIVE FOOD
SERVICE PROGRAMS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Galveston, Texas, March 24, 1947, the
daughter of Mr. and Mrs. George Vincent.

Education: Graduated from Terrebonne High School, Houma, Louisiana, in May, 1965; received Bachelor of Science degree in Vocational Home Economics Education from Nicholls State University in 1969; received Master of Education in Secondary Education from Nicholls State University in 1975; completed requirements for the Specialist of Education degree at Oklahoma State University in December, 1977.

Professional Experience: Vocational Home Economics Instructor, Evergreen Junior High School in Houma, Louisiana, 1969-74; Occupational Food Service Instructor, Terrebonne Vocational-Technical High School in Houma, Louisiana, 1973-1977.